



KOJONUP DISTRICT HIGH SCHOOL

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NEWSLETTER TERM 2 WEEK 5

25th May 2017

SCHOOL FARM HAS SOME NEW ADDITIONS

The students are very excited with the new additions to the farm, not so sure if the new additions were as excited.



ECE MOTHERS DAY AFTERNOON TEA

ECE held their Mother's Day Afternoon Tea on Thursday 11th May. A hive of activity with nails being painted, necklaces being made, photographs to be had, paintings and of course a very delicious afternoon tea. We would like to thank everyone that attended, it was a wonderful afternoon.



FROM THE PRINCIPAL – Peter Callaghan

Dear Parents and Carers

Welcome to the Week Five Newsletter for Term Two.

Although the rain gauge has not had as much in it as we would like the temperature certainly tells us the season has changed. All of our teaching spaces are heated and this provides a comfortable learning environment. However, many students are still coming to school with as little as a polo shirt and shorts on and this means that before school and at break times they are outside and cold. Please try to encourage your (mainly high school) children to wear something warmer for the times they are out of class.

NAPLAN - The sudden change of plan over the recent holiday break caught us all by surprise when the School's Curriculum and Standards Authority announced that NAPLAN on-line had been cancelled and we would instead continue to use the traditional pencil and paper method. Despite this, our testing cycle went smoothly and by now is just a memory for our students. Data from these assessments will be available close to the end of Term Three and we will be ready to analyse the results as soon as they arrive

In various settings I am frequently asked by parents "What can I reasonably do to help my kids at school?" Given that what works for one family may not work for another it is always difficult to be helpful but when the alternative is the educational equivalent of Doctor Google I am always looking for useful material. The article below first appeared in ET News Digest and it offers some practical ideas for home help at the different age levels of school. If you are receiving this Newsletter electronically then the link below to the website will be all you need. If you have a paper copy but can go on-line, type this address into your URL bar.

<http://www.educationtoday.com.au/news-detail/Online-resources-providing-parents-with-guidance-tips-3391>

Online resources providing parents with guidance tips

A series of free resources providing parents with tips and ideas for supporting their child's learning at home are available online.

Five *Helping children and young people learn* fact sheets have been developed to inform parents on how they can actively engage in their child's education in every stage of their learning.

The series provides guidance on what parents can do in early years, primary and secondary school, as well as how they can learn together as a family, and what they can do to maintain communication with their child's school. Parents and families can access the resources and additional information on the *Department for Education and Child Development website*.

The five fact sheets are based on the latest research by the *Australian Research Alliance for Children and Youth* and ACT government and are really worth taking the time to read.

Second Breakfast Club

Our breakfast club has been operating with the generous donation of time from a small group of volunteers twice each week. I am very pleased to announce that the Kojonup Rotary Club have now committed to operating this service for an additional day each week. From Wednesday of next week (31.05.2017) our Second Breakfast Club will run on Monday, Wednesday and Friday. A further addition to this program is that our Chaplain, Mrs Vicki Webb has decided that for this Term at least and possibly Term Three also she will be providing a hot breakfast of porridge on Tuesday mornings! So if your child is hard to get going in the mornings and misses breakfast or has been on the bus for a long time and is simply hungry again, send them along to Second Breakfast Club on Monday, Tuesday, Wednesday and Friday.

I have recently seen a number of classes leaving school with farm grown vegetables. Some of the silver beet was looking a bit limp as it left but I hope you have enjoyed seeing the results of your children's experiences with vegetable gardening. Here is a photo I took earlier this year when Mrs Tuckett's Year One class were planting their seedlings. I had originally planned to get back with them to see how the garden was developing but I can see I have missed my chance!



FROM THE PRIMARY DEPUTY PRINCIPAL – Dean Gill

Dear Parents and Carers,

Although I have only been at Kojonup for five weeks, I continue to be amazed on many levels with respect to the students attitudes and how caring and pro-active a community you are. In my daily travels around the school I am pleased to always see happy, calm, conscientious, inquisitive and well behaved students.

One question that regardless of the school context we deal with is how can we as a school create better readers. No doubt you often wonder how students learn to read in the first place and what on earth does a teacher mean when they talk about reading accuracy, comprehension, fluency, phonological awareness etc. What I would like to list below is just an article on how students learn to read so that hopefully it encourages more understanding on the process as a whole. I appreciate the article might be a lengthy read but research based evidence always is and as teachers we spend a great deal of our personal time reading and informing ourselves of the latest research so we can be better informed to teach our students. The article is from an American source of research, so when we view it as educators or parents we do need to be mindful of any contextual understanding comparison to our own teaching environment.

Understanding how sounds are connected to print

In an English alphabetic system, the individual letters on the page are abstract and meaningless, in and of themselves. They must eventually be linked to equally abstract sounds called phonemes, blended together and pronounced as words, where meaning is finally realized.

To learn to read English, the child must figure out the relationship between sounds and letters. Thus, the beginning reader must learn the connections between the approximately 44 sounds of spoken English (the phonemes), and the 26 letters of the alphabet.

What our NICHD research has taught us is that in order for a beginning reader to learn how to connect or translate printed symbols (letters and letter patterns) into sound, the would-be reader must understand that our speech can be segmented or broken into small sounds (phoneme awareness) and that the segmented units of speech can be represented by printed forms (phonics). This understanding that written spellings systematically represent the phonemes of spoken words (termed the alphabetic principle) is absolutely necessary for the development of accurate and rapid word reading skills.

Why are phoneme awareness and the development of the alphabetic principle so critical for the beginning reader? Because if children cannot perceive the sounds in spoken words – for example, if they cannot "hear" the *at* sound in *fat* and *cat* and perceive that the difference lies in the first sound, they will have difficulty decoding or "sounding out" words in a rapid and accurate fashion.

This awareness of the sound structure of our language seems so easy and commonplace that we take it for granted. But many children do not develop phoneme awareness, and for some interesting reasons that we are now beginning to understand.

From the NICHD studies that were initiated in 1965 to understand how the reading process develops, we now have strong evidence that it is not the ear that understands that a spoken word like *cat* is divided into three sounds and that these discrete sounds can be linked to the letters C-A-T.

Rather, we know it is the language systems in the brain that performs this function. In some youngsters, the brain seems to have an easy time processing this type of information.

However, in many children that skill is only learned with difficulty, and thus must be taught directly, explicitly, and by a well-prepared and informed teacher.

It also has become clear that the development of these critical early reading-related skills, such as phoneme awareness and phonics, are fostered when children are read to at home during the preschool years, when they learn their letter and number names, and when they are introduced at very early ages to concepts of print and literacy activities.

Does this mean that children who have a difficulty understanding that spoken words are composed of discrete individual sounds that can be linked to letters suffer from brain dysfunction or damage? Not at all.

It simply means that the neural systems that perceive the phonemes in our language are less efficient in these children than in other children.

The development of phoneme awareness, the development of an understanding of the alphabetic principle, and the translation of these skills to the application of phonics in reading and spelling words are non-negotiable beginning reading skills that all children must master in order to understand what they read and to learn from their reading sessions.

But the development of phoneme awareness and phonics, while necessary, are not sufficient for learning to read the English language so that meaning can be derived from print. In addition to learning how to "sound out" new and/or unfamiliar words, the beginning reader must eventually become proficient in reading at a fast pace larger units of print such as syllable patterns, meaningful roots, suffixes, and whole words.

The development of reading fluency

While the ability to read words accurately is a necessary skill in learning to read, the speed at which this is done becomes a critical factor in ensuring that children understand what they read.

Children vary in the amount of practice that is required for fluency and automaticity in reading to occur. Some youngsters can read a word only once to recognize it again with greater speed; others need 20 or more exposures. The average child needs between four and 14 exposures to automatize the recognition of a new word.

Therefore, in learning to read, it is vital that children read a large amount of text at their independent reading level (with 95 percent accuracy), and that the text provide specific practice in the skills being learned.

It is also important to note that spelling instruction fosters the development of reading fluency. Through spelling instruction, youngsters receive many examples of how letters represent the sounds of speech and also alert the young reader to the fact that written words are made up of larger units of print (like syllables). This insight lets the developing reader know that word recognition can be accomplished by reading words in larger "chunks" rather than letter-by-letter.

Constructing meaning from print

The ultimate goal of reading instruction is to enable children to understand what they read.

The ability to understand what is read appears to be based on several factors. Children who comprehend well, seem to be able to activate their relevant background knowledge when reading – that is, they can relate what is on the page to what they already know.

Good comprehenders also must have good vocabularies, since it is extremely difficult to understand something you cannot define.

Good comprehenders also have a knack for summarizing, predicting, and clarifying what they have read, and they frequently use questions to guide their understanding.

Good comprehenders are also facile in employing the sentence structure within the text to enhance their comprehension.

In general, if children can read the words on a page accurately and fluently, they will be able to construct meaning at two levels. At the first level, literal understanding is achieved. However, constructing meaning requires far more than literal comprehension.

The children must eventually actively guide themselves through text by asking questions like, "Why am I reading this and how does this information relate to my reasons for doing so?" "What is the author's point of view?" "Do I understand what

the author is saying and why?," "Is the text internally consistent?," and so on. It is this second level of comprehension that leads readers to reflective, purposeful understanding of the meaning of what they have read.

The development of reading comprehension skills, like the development of phoneme awareness, phonics, and reading fluency, needs to be fostered by highly trained teachers.

Recent research shows that the teacher must arrange for opportunities for students to discuss the highlights of what they have read and any difficulties they have had when reading.

Children's reflections on what they have read can also be directly fostered through instruction in comprehension strategies. These sorts of discussions and activities should be conducted throughout a range of literacy genres, both fiction and nonfiction, and should be a regular component of the language arts curriculum throughout the children's school years.

Other factors that influence learning to read

Our research continues to converge on the following findings.

Good readers are phonemically aware, understand the alphabetic principle, can apply these skills to the development and application of phonics skills when reading and spelling words, and can accomplish these applications in a fluent and accurate manner.

Given the ability to rapidly and automatically decode and recognize words, good readers bring strong vocabularies and good syntactic and grammatical skills to the reading comprehension process, and actively relate what is being read to their own background knowledge via a variety of strategies.

But what factors can provide a firm foundation for these skills to develop?

It is clear from research on emerging literacy that learning to read is a relatively lengthy process that begins very early in development and clearly before children enter formal schooling.

Children who receive stimulating literacy experiences from birth onward appear to have an edge when it comes to vocabulary development, understanding the goals of reading, and developing an awareness of print and literacy concepts.

Children who are read to frequently at very young ages become exposed in interesting and exciting ways to the sounds of our language, to the concept of rhyming, and to other word and language play activities that serve to provide the foundation for the development of phoneme awareness.

As children are exposed to literacy activities at young ages, they begin to recognize and discriminate letters. Without a doubt, children who have learned to recognize and print most letters as pre-schoolers will have less to learn upon school entry. The learning of letter names is also important because the names of many letters contain the sounds they most often represent, thus orienting youngsters early to the alphabetic principle or how letters and sounds connect.

Ultimately, children's ability to understand what they are reading is inextricably linked to their background knowledge. Very young children who are provided opportunities to learn, think, and talk about new areas of knowledge will gain much from the reading process. With understanding comes the clear desire to read more and to read frequently, ensuring that reading practice takes place."

At Kojonup District High School, we are fortunate to have a large number of highly trained and passionate teachers that on a daily basis implement the above skills to teach your children how to read. What is clear from multiple sources of evidence in and outside of this article is that reading at home with your children is a vital stage of reading development even before they walk through our doors at Kindergarten.

Within newsletters I often like to pose and paste problems in that encourage family discussion. Below are some simple activities I would highly recommend problem solving with your kids at home.



Math @Home

What Are My Chances?
Flip one coin. Every time it comes up heads, your child gets 1 point. Every time it comes up tails, you get 1 point. Flip it 50 times. Tally by 5's to make it easier to keep track of scores. The person with the most points wins. If one person has 10 points more than the other person does, score an extra 10 points. Does that happen very often? Why not?

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Q. If two's company and three's a crowd, what are four and five?

Q. If there are four apples and you take away three, how many do you have?

Q. Where do fish keep their money?



Office of the Children's eSafety Commissioner

8 tips to keep on top of your child's screen time

- Lead by example – reduce your own screen time.
- Plan screen-free time, like outdoor play, music and sport.
- Agree on daily screen time limits. It's not punishment, it's about keeping a balance.
- Be involved – watch TV and play games together.
- Start with small reductions to help lessen any resistance.
- Use tech tools to manage access, such as parental controls.
- Resist giving mobile devices to children when going out – take books or toys instead.
- Set tech-free zones and times at home – e.g. all screens off in bedrooms after a specified time.

esafety.gov.au/iparent

Screen time: The following graphic has come out recently from the Australian Office of E-Safety

FROM THE SECONDARY DEPUTY PRINCIPAL – Bob Trouchet

Students in Years 3, 5, 7 and 9 have completed their NAPLAN testing. As was announced in the newspaper the Online trial was cancelled at the last moment in the School holidays so our students did it the pencil and paper way instead. In Writing all students had to write a persuasive essay to convince a reader to agree with their point of view. This was one of the smoothest running assessment sessions I have been involved with. Almost all students attended each day and very few catch-up sessions were needed for sick students. Parents will receive details of their child's results towards the end of the year and we are looking forwards to working online next year.

Staff are preparing to write reports detailing student progress and achievements over the first semester. The reports will be distributed to students to take home at the end of the term. There will be an opportunity for parents of secondary students to discuss the reports early in Term 3.

Students have been practising for the Inter-House Cross Country on Friday of Week 8 during Phys Ed classes for this term. They have also been practising for the Speech and Drama Festival with Mrs Cussons during some English classes as well. I wish them all the best in both events.

FROM THE SCHOOL CHAPLAIN – Vicki Webb

I am at school on Tuesdays and Thursdays and my role as your Chaplain is fairly flexible, depending on needs. It includes **pastoral care** for the whole school community – students, staff and parents. Pastoral care appointments can be requested by parents, teachers or students or I can monitor and support specific children in class or at recess time. I feel valued and appreciated by the School Community and am so grateful for the support Chaplaincy receives.

BUZ stands for **Build Up Zone**. It is a life skills program for primary aged children that the school is supporting me to deliver. It is a whole class approach to Social and Emotional wellbeing with the resources supplied by our school. The Year 3's have completed three of their nine BUZ Friends sessions and have so far learnt about respect, making and keeping friends and managing their feelings in a fun and creative way. BUZ Together is a program for Year 1 classes that we hope to start soon. There is also a Protective Behaviours program aimed at Year 2.

Second Breakfast Club is increasing in popularity on Mondays and Thursdays. Between 30 and 50 children come to the chaplaincy room and the Kindy and Pre-Primary children have a box of toasties in their classes on these mornings. Local YouthCARE volunteers, including a high school student, run this so if you would like to be part of it please contact Di on 9832 8048. Bill and I make porridge with honey every Tuesday morning during winter and the children are requesting pancakes in the summer so we will give that a go. Kojonup Rotary Club volunteers are being trained to add another day, so children (and teachers) can enjoy a second breakfast four days each week. At lunchtime students are welcome to come into the Chaplaincy room to make toast and a drink, listen to music, play games or just chat. The Kojonup Youthcare Council, Foodbank, the Kojonup Rotary Club and our local Churches support these initiatives that provide healthy 'food' for body, mind and soul.

To contact me, please leave a message by email vickiw@youthcare.org.au, phone/text 0429 323 025 or at the front office and I will get back to you. Thank you once again for your support, Vicki Webb (YouthCARE Chaplain KDHS).

MERIT AWARD WINNERS 12th May 2017



Primary

Jack Michael
Jed Catto
Ruby Clews
James Webb
Tahnee Dalton
Amy Williams
Matilda Parker
Georgia Williams
Ben Hallett

Brooke Milne
Jayden Jones
Jessie Gibson
Lachlan Bignell
Henry Simpson
Sarah Cussons
Eden Morrison-Gianatti
Sharee Arnold
Eloise Plowman

Secondary

Mikaela Gibbons
Annette Cooke
Justin Pitt
Mathew Pitt
Crystal Howell

Elyssa Sutcliffe
Riley McIlree
Broughton Collins
Travis Gough

Aussie of the Month

Mathew Pitt



KOJONUP SPEECH AND DRAMA FESTIVAL

The Kojonup Speech and Drama Festival is in two weeks' time. I have had the privilege of watching some of the students audition. All I can say is OMG, selecting is way too hard!!!! Each and every student that has auditioned should be so proud of themselves. Congratulations to the students that have been chosen to perform on the day; you will all do an amazing job. The Primary section is on Wednesday 7th June followed by the Secondary section on Thursday 8th June. If you would like to help on the day please contact me on 9831 2300. Marcelle Howe Coordinator

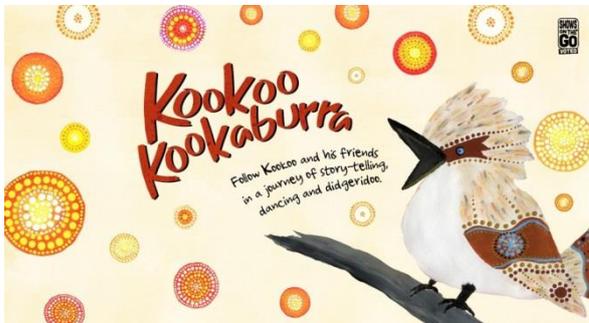
OPTIONS FOR ABSENCE REPORTING

Kojonup DHS have many options for parents/caregivers to inform the school if their child/ren are going to be or are absent from school:

- Message you Schools. You will receive a text from the school if your child/ren is marked absent on the roll call All that is required is a reply message from the receiver indicating reasons for absence
- Written note to class teacher
- Telephone call to the front office 98312 300
- Email to Noelene.Fleay@education.wa.edu.au
- The school app
- Absence from school letter, please complete, sign and return to the front office ASAP.

Thank you for your co-operation in this matter.

KOOKOO THE KOOKABURRA IS COMING!



This award winning children's aboriginal story will be visiting our Kojonup school students next week.

Kookoo Kookaburra tells the tale of a kind and well-loved kookaburra, famous for entertaining bush creatures with his funny stories. Kookoo teaches children about the importance of friendship, respect and kindness in a fun, interactive presentation.

Kookoo and his friends will be flying into Kojonup on Tuesday, 30th May as part of the 2017 Country Arts WA Shows on the Go touring circuit which the Shire of Kojonup's Community Development Officer, Serena, has been working towards for quite a few months now, with the hope of bringing other cultural events and experiences to town.

Heavily subsidized by the Shire, this 50 minute performance will cost only \$3.00 per child and will be performed in the KDHS Drama room before an audience of students from Pre-Primary to Year 5. Mrs Dezotti-Hartnup's class will be partaking in an interactive dance workshop conducted by the performers afterwards too. Students from St Bernard's will also be attending. No doubt it will be a fun morning for all.

TERM PLANNER

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6	29 Kindy Day	30 Kindy Day School Psychologist Kookoo Kookaburra Incursion Pre-Primary – Yr 5	31 Food Sensations Incursion Yr 6-8	1 JUNE Kindy Day Blackwood Bulletin	2
7	5 WESTERN AUSTRALIA DAY	6 Kindy Day School Psychologist	7 Primary Speech & Drama Festival	8 Kindy Day Secondary Speech & Drama Festival	9 Yr 9/10 Whole School Assembly 2:15pm
8	12 Kindy Day	13 Kindy Day School Psychologist	14	15 Kindy Day Blackwood Bulletin	16 Inter-House Cross Country
9	19	20 Kindy Day School Psychologist	21	22 Kindy Day Inter-School Cross Country	23 Primary Winter Carnival - Katanning
10	26 Kindy Day	27 Kindy Day	28	29 Kindy Day Newsletter	7 LAST DAY OF TERM Reports sent home

We apologise for the black and white newsletter, our colour photocopier is waiting on repairs.